



Spanish III

Syllabus 2025-2026

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Location: 146

Credit: 1

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NOTE: This syllabus is subject to change throughout the year.

A. Course Description

From the [Founders Program of Studies](#)

Spanish III

HS Credit - 1.0

Duration - Full Year

Typical 10th/11th/12th Grade

Prerequisites - Spanish 2

Students will continue to focus on reading, writing, listening and speaking skills. They will also continue their studies of a variety of cultural and historical aspects of some Spanish-speaking regions and countries. By studying Spanish, students will develop their personal communication skills, including self-expression, creative thinking, correct use of vocabulary and grammar, and choice of vocabulary as it best expresses an idea and/or a feeling. By exploring a different language and culture from their own, students discover even more about their own lives and culture which provides great insight into the structure and makeup of their own native language.

B. Course Objectives

By the end of Spanish III, students will be able to read, write and speak at the Novice-High proficiency level.

Students will be able to:

1. Recognize practiced every day or memorized words, sentences or phrases that are spoken or in a text. (Interpretive)
2. Communicate spontaneously in spoken or written form using a variety of practiced and memorized words, phrases, and simple sentences on everyday and familiar topics. (Interpersonal)
3. Present information in spoken or written form using a variety of practiced and memorized words, phrases, and sentences on everyday and familiar topics. (Presentational)
4. Identify and understand cultural perspectives different from one's own. (Investigate)
5. Be able to interact on a basic level in some very familiar contexts. (Interact)

C. How this Class Supports Founders' Mission and Themes

Spanish III aligns with our school's mission and vision, by teaching the students through the National Foreign Language 5 C's Standards: Community, Culture, Communication, Comparisons, and Connections

Communication

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

Cultures

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

Connections

World language instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

Mission Statement:

The Founders Academy is a public charter school encompassing grades 6-12 that is free and open to all New Hampshire students. The academy develops citizens and leaders, who understand and apply the lessons of the past, demonstrate exceptional character, participate knowledgeably in community activities, and lead by example. The Academy recognizes the importance of balance in the development of each person and respects each student's individual journey.

Principled leadership and good citizenship are fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

The Vision:

The Founders Academy prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Leadership Code of Conduct:

The students at The Founders Academy created and adopted the following "Leadership Code of Conduct" in January, 2015:

1. Be responsible

2. Be respectful
3. Be honest
4. Be lawful
5. Be determined
6. Be polite
7. Be open-minded
8. Be courageous
9. Be confident
10. Be helpful

Policy: As outlined in the Student Handbook, students are to follow Section 3.0

D. Texts and Class Supplies

Reference Text: ¡Exprésate! Holt Spanish 1 + 2

In addition to the Google Suite, students will need access to the following Apps:

Quizlet
Kahoot
Blooket

Notebook, folder, and writing utensils
A Spanish/English paperback dictionary
Index Cards

E. Grading Scheme, Homework, Mid-Term and Final Assessments

Student Expectations-

The rules and guidelines for the students will be posted in the classroom. Students are expected to arrive to class on time, arrive prepared, actively participate in class, and be respectful of their peers and Srta. Cote. In addition to my rules, I expect all students to follow the rules of the school while in Spanish class.

Per the Founders Vision Statement:

The Founders Academy prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Therefore it is expected that students will follow all protocols in the classroom thereby demonstrating wise leadership. Therefore, following need to be observed:

- 1. Students should bring their devices to class every day.**
- 2. The use of a translator or AI will result in an automatic 0 with no possibility of a redo. There are no exceptions.**
- 3. If a student is absent, they are responsible for asking for the work that they missed. Work will be posted on Google Classroom.**
- 4. When students are working in “remote mode” they should follow the school protocols for appropriate online etiquette.**

Basic requirements for on-line etiquette:

1. Choose a spot to work from home that works for you.
2. Continue practicing academic honesty.
3. Use responsible behavior in emails, chat boxes and chat rooms.
4. Dress appropriately while on screen with teachers and classmates.
5. Remember to be responsible for your electronics.
6. Do not have music/TV/movies/sound playing in the background when you are in a group video chat with your teacher and classmates.
7. You may have only one (school appropriate) Zoom background per class.

Important things to note:

- During instructional time (7:45 - 3:15), students must keep cell phones powered off and stored (e.g., in lockers, backpacks, or designated classroom storage areas) unless expressly permitted by the Dean of the School for a medical or educational purpose.
- Other electronics (besides the primary device used to access Google Classroom) of any kind are not allowed to be out during class without teacher permission.

Tardiness Policy-

Students are allowed **3** unexcused tardies to class per quarter. After that, their quarterly participation grade (worth a total of 75 pts) will be docked **2 points** for **each** additional absence. See the rubric below for how participation will be graded:

Participation

Category	3	2	1	0
Frequency of participation	Participates regularly and encourages others to join in. Often leads conversations.	Participates regularly	Rarely participates except for when prompted by teacher	Does not participate
Listening skills	Listens politely, responds appropriately and directs or inspires others to do so.	Listens politely and engages appropriately; provide evidence that they have understood material.	Off topic, but able to be redirected when prompted by the teacher.	Causes disruption, participates off topic or inappropriately.
Quality of expression	Actively builds vocabulary and applies the current content.	Makes an attempt to appropriately use target language both in vocabulary and pronunciation.	Speaks appropriately when prompted. Occasionally mispronounces words and interjects in English to supplement target language.	Does not participate or speaks out of target language or deliberately mispronounces.

Redos and retakes-

As long as a student is not missing any work, students may retake and redo any project, test, or quiz in the current quarter. ***Students may sign up for a retake time slot either in person with Srta. Cote or via email. All requests are subject to Srta's availability.***

Grading:

In this class it is important for you to know that grades are not a measure of your intelligence or your worth. Here they serve two main purposes. The first is that they let me know if you are understanding the current material and where you might need a bit of extra help. The second is to make sure that I am effectively teaching the material. In this classroom, we are a team, and grades help all of us to make sure we are all where we need to be in order to be successful.

Grading is based on a points system (see chart below).

Category	Points	Description
Bell Ringers	5	A 5 question Bell Ringer will be assigned at the start of most classes. This is open-note and is designed to assess understanding of the content taught in the previous class.
Homework	10	Homework will be assigned as needed but will NOT be assigned over the weekend. This gives students the opportunity to practice Spanish vocabulary and concepts during the week and have weekends free.
Classwork	25	The classwork grade will be a combination of note taking, in class participation, worksheets, activities, games etc. The classwork grade will also be used for grading collaborative work and group performance. If a student does not finish their classwork during the class period, it will need to be completed at home prior to the start of the next class (unless otherwise indicated by Srta Cote). Classwork will NOT be graded on completion this year. It is expected that you put your best effort into each assignment.

Quizzes	50	The category quizzes will be used for formative assessment to allow students the opportunity to demonstrate their understanding of the concepts and vocabulary in a given unit. Students will have the opportunity to retake quizzes as needed and are encouraged to continually work toward mastery rather than a particular grade.
Tests and Projects	100	Final unit assessments may take the form of a test or a project. Unit assessments are meant as summative assessments to ensure the material in a unit has been mastered before continuing to the next unit.
Quarterly Participation	75	See rubric above

Due dates and times for these items will be clearly defined in Google Classroom.

Grading rubrics will be provided for projects when appropriate.

NOTE: Not all work in Google Classroom will have an equivalent grade entry in Portals. There will be items that are graded in Google Classroom solely for the purpose of assessing work and providing timely feedback to students about their work.

Late Work Policy:

Students are expected to turn in their work on time having fully completed the assignment to the best of their ability.

Late work will be accepted during the current quarter only! The last day for completing any late work will be the Friday before the end of the quarter. The dates for the 2025-2026 school year are listed below.

Quarter 1: Friday, October 24, 2025
Quarter 2: Friday, January 23, 2026
Quarter 3: Friday, March 27, 2026
Quarter 4: Friday, June 5, 2026

Grading of late work will be subject to the following conditions:

1. Grading of current assignments will take precedence over work that has been handed in late.
2. Incomplete work will not be graded and will remain a 0 in Alma.
3. Except for extenuating circumstances, late work will be subject to score reductions.
4. Exemptions may be granted to this policy where required.

Number of weeks late	Final Score reduced by a total of
1	-5 points
2	-10 points
3	-15 points
4	-20 points
each additional week	additional -5 points per week

"The academic year is divided into four quarters. The school will email end of quarter report cards only to 'primary contacts' and students on @tfanh.org email addresses." See Student Handbook, section 2.2.

For classes not eligible for high school credit, mid-term and final assessment grades will be factored into quarters 2 and 4 and graded according to the testing standards set by individual faculty.

Quarter 1 – 25%

Quarter 2 – 25%

Quarter 3 – 25%

Quarter 4 – 25%

Full Year Grade – 100%

For classes that are eligible for high school credit, mid-term and final exam grades are factored into final grades as follows:

For Full Year Courses:	For One Semester Courses:
Quarter 1 – 20%	Quarter 1 or 3 – 40%

Quarter 2 – 20% Mid-Term – 10% Quarter 3 – 20% Quarter 4 – 20% <u>Final Assessment – 10%</u> Full Year Grade – 100%	Quarter 2 or 4 – 40% <u>Final Assessment – 20%</u> Final Grade – 100%
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The Grade Scale used at Founders is as follows:

A+ - 98–100%	A+ = 4.33
A – 94-97%	A = 4.0
A- - 90-93%	A- = 3.67
B+ - 87-89%	B+ = 3.33
B – 84-86%	B = 3.0
B- - 80-83%	B- = 2.67
C+ - 77-79%	C+ = 2.33
C – 74-76%	C = 2.0
C- - 70-73%	C- = 1.67
D+ - 67-69%	D+ = 1.33
D – 64-66%	D = 1.0
D- - 60-63%	D- = 0.67
F – 59% and below	F = 0

See The Founders Academy Student Handbook, section 2.2 for more information

F. Mastery

Definition of Mastery at The Founders Academy

Mastery is the acquisition of a deep level of knowledge through meeting content specific benchmarks. Students develop a thorough understanding of the subject matter by consistently applying their skills and demonstrating strong command of the material.

Why “mastery?”

Mastery ensures that the goal of a rigorous curriculum and high expectations are maintained at The Founders Academy. We do not simply require that students “pass” a course, but that they “master” the content of each course. Additionally, the process allows students whose mastery is in question at the end of a quarter or course to continue to work towards mastering the content, and to demonstrate their mastery for the purpose of moving forward to the next level of instruction in a particular subject area.

What is the “process?”

1. The process includes benchmarks for assessment. This includes an assessment of mastery at the end of each quarter; students who earn grades of a B- or above are considered masters of the content automatically. Mastery must be demonstrated in all courses in order to pass the course or to receive high school credit. The only exceptions to this policy are in middle school art, band, or chorus courses.
2. Students who earn cumulative grades of C- to C+ may still demonstrate mastery by completing additional work, at the teacher’s discretion. The additional work must be completed within a specified window of time.
3. The process includes both teacher and student reflection. Quarterly benchmarks allow students, parents, and teachers to address any deficiencies in progress as the school year progresses. All should work to monitor student progress towards final course mastery through the school year.
4. Supplementary instruction is pivotal in this process. Students who do not demonstrate mastery with a semester or course grade of a B- or above may have the opportunity to demonstrate mastery at the end of the course by completing supplemental instruction, provided by the teacher.

Course Mastery:

At the end of a semester-long or full-year course, students who earn a grade of a B- or above will be considered masters of the content and automatically be promoted to the next level within that course’s subject area (if there is one).

Students who earn a grade of C- through C+ will only pass the course/receive high school credit, and be allowed to proceed to the next level (if applicable), by completing additional work at the teacher's discretion to demonstrate mastery. The only exceptions to this policy are middle school art, band, and chorus courses.

For semester-long courses that are completed at the end of Semester 1, attempts for Mastery must be completed within 2 weeks of issuance of quarter 2 report cards. For courses that are completed at the end of the school year, mastery work must be completed within two weeks of the issuance of end of year report cards.

If a student demonstrates course mastery through completing supplementary work, their cumulative grade does not change.

Forms of demonstrating mastery may include:

Projects, Oral Exams, Written Exams, Exam Re-takes, Khan Academy, After School Tutoring, and other assignments deemed appropriate by teachers.

Necessary Steps to Success of the Mastery Process:

- Teachers must explain Mastery to their students clearly and frequently during the school year. It should be emphasized even more than the numeric value of the grade the student earns, as only mastery is used to determine if students progress to the next level in a subject area.
- Students must understand that a letter grade of a B- or higher at the end of the course determines whether mastery is automatically recognized.
- At the end of the course, only students who have earned a grade of C- through C+ may complete additional work to demonstrate mastery.
- Students are highly encouraged to initiate the request to do extra work to demonstrate mastery by emailing their teachers once they have received their report cards. Student initiation demonstrates student responsibility and commitment to their academic success.
- By the deadlines mentioned above, teachers will determine if mastery has been achieved through the supplemental work completed by the student.

The letter grade "I" (Incomplete) may be assigned to a student who has been absent due to extenuating circumstances and has not had enough time to complete the necessary work in

that marking period. Students are responsible for making up all incomplete work within two weeks of the end of the marking period. If the work is not completed, the grade may be calculated with zero credit given for the missing assignments. Written requests for extensions may be submitted by parents/guardians stating the reason for the request (for example, severe illness). Approval of extensions is not automatic. The letter grade "NG" (No Grade) may be assigned to a student who has not completed enough of the course to receive a grade.

See The Founders Academy Student Handbook, section 2.1.

G. Attendance and Make-Up Work

When a student is absent (either excused or unexcused) it is the responsibility of the student to make up all work missed, including in-class assignments. The teacher will decide on the appropriate amount of time for make-up work. Work which was assigned prior to the absence and due on the day of the absence must be passed in upon the student's return to class. Missed assignments and class work should be obtained from Google Classroom or Alma, or if further clarification is needed, the teachers.

Students absent on the day of a quiz or test must make arrangements with the teacher on the day of return for make-up. Students may not be given tests or quizzes in advance of an absence without prior permission.

The Founders Academy regulations in relationship to attendance, absenteeism and truancy are based on the following New Hampshire statutes and administrative rules, as well as additional rules as needed:

Legal References Related to Attendance:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism”

See The Founders Academy Student Handbook, section 3.2.

H. Yearly Overview of Subjects Covered

Intro Unit: Review from Spanish 2

- Present Tense Conjugation
- Preterite Tense Conjugation
- Imperfect Tense Conjugation
- Preterite vs. Imperfect

Unit 1: Goodbye, Summer!!

- Vocabulary: summer activities, hobbies/leisure (review)
- Grammar: Present perfect, past perfect
- Be able to say what you have done this past summer or previous summers, talk about how your summer plans have changed/evolved over the years

Unit 2: Let's Get Lost!

- Vocabulary: directions (north, south, east, west, prepositions - review (left, right, up, down, etc), places in the city (buildings/street)
- Grammar: Commands (affirmative informal [review], negative informal, formal, other), pronouns with commands, demonstrative pronouns and adjectives
- Be able to ask for and give directions (using commands), use a map to navigate a basic city

Unit 3: Novel Unit - ***Pobre Ana bailó tango***

Unit 4: Hope for a Better Tomorrow

- Vocabulary: Hopes, Dreams, Resolutions, Doubts, Emotion
- Grammar: Por vs. Para, Present Subjunctive
- Be able to express hopes/wishes for the future, express wants/desires for yourself and others, express doubt/emotion

Unit 5: Back to the Future!

- Vocabulary: Careers and Professions, Goal-setting, Predictions
- Grammar: Future and Conditional
- Be able to talk about future desires, possibilities, and make predictions

I. References and Videos

Book of Life

Coco

Encanto

A Charlie Brown Thanksgiving (in Spanish)

The Christmas Chronicles (in Spanish)

Various Culture and Grammar videos on Youtube

Easy Spanish reader : a three-part text for beginning students / William T. Tardy.

Pobre Ana bailó tango - Pat Verano

-END-